

# Wye Forest Federation

Redbrook Church of England Primary School  
St Briavels Parochial Church of England Primary School



Name of Policy: Accessibility Plan Draft 2021-2023

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	
Signed by:	
	(Executive Headteacher)
Signed by:	
	(WFF Chair of Governors)
Implemented:	
Review date:	

## Accessibility Plan 2021-2023

### Our aims and values at the Wye Forest Federation

At the Wye Forest Federation, we have a fundamental belief in inclusive education for all. We embrace diversity and create a compassionate, respectful culture, embedding our core values of courage and resilience. We build a strong sense of belonging to develop positive relationships with our families and communities. The Federation has a fundamental belief in the equality of opportunity in the classroom. All pupils will be fully included into the life and curriculum at the Wye Forest Federation. The purpose of this plan is to increase the extent to which disabled pupils can participate in the curriculum. It supports the improvement of the physical environment and the availability of accessible information to pupils in line with the expectations of the Equality Act 2010.

### Responsibilities

We have included a range of stakeholders in the development of this accessibility plan, including the Executive Head Teacher, Inclusion Leader and SEND governor.

### Publication

The plan will be made available online on the school website, and paper copies are available upon request.

### Legislation and guidance

This plan meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### Monitoring and evaluation

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary by the Inclusion leader, Amy Davis and the SEND governor, Mrs Alice Jomain. It will be approved by the Executive Head Teacher, Natalie Frey.

Wye Forest Federation Accessibility Plan 2021-2023

Improving access to the physical environment

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>The Wye Forest Federation offers a broad and balanced curriculum for all pupils</p> <p>Resources are tailored to the needs of students who require support to access the curriculum</p>	<p>Curriculum is subject to review to ensure it meets the needs of all learners</p> <p>Ensure that resources that support students' accessibility are identified and resourced appropriately</p> <p>To ensure staff receive training to meet the differing needs of children in their classroom.</p>	<p>Curriculum review</p> <p>Ensure Class Teachers receive appropriate guidance from agencies and access associated training</p>	<p>All staff</p> <p>Inclusion leader</p>	<p>November 22</p> <p>Ongoing</p>	<p>Adaptations are in place to ensure all pupils are able to access the curriculum. Evidence of specific strategies is evident in classroom learning and follows the guidance of relevant professionals.</p>
To ensure access plans are in place for disabled pupils	The federation is developing strong links with ATS and healthcare professionals to inform plans.	Ensure all staff are informed and are proactive in ensuring disability equality.	Regularly review plans to reflect the most recent information	Inclusion leader	Ongoing	Pupils able to access the areas of the school that are appropriate for them. All staff are aware of access issues and proactive in supporting pupils.

To ensure that all disabled pupils can be safely evacuated in an emergency		Each disabled pupil to have a personal evacuation plan. Ensure all staff are aware of the plan and key responsibilities in it.	Plans to be put in place and monitored for all disabled pupils	Head teacher Inclusion leader Governors	As required	Pupils safely evacuated in case of emergency
Ensure all parents, pupils and visitors feel welcome in the school	Parents are invited into school and provided information through a variety of formats.	To ensure that a range of communication methods are used to meet the needs of our community. To contact ATS for support as necessary. This could include large print resources, braille or information in different languages.	Explore further options to engage with members of the community who may have barriers to our current systems,	Head teacher Inclusion Leader Governors	Ongoing	All members of the community to feel welcomed within the Wye Forest Federation.